
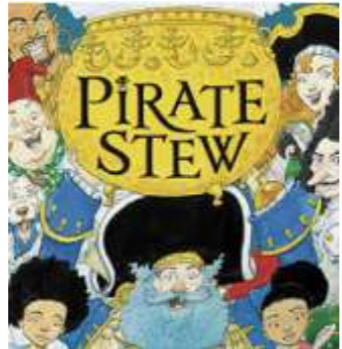









Rotherhithe Primary School Half Termly Curriculum Plan 2023 - 24
 Reception Summer 2
 Theme – Pirates!



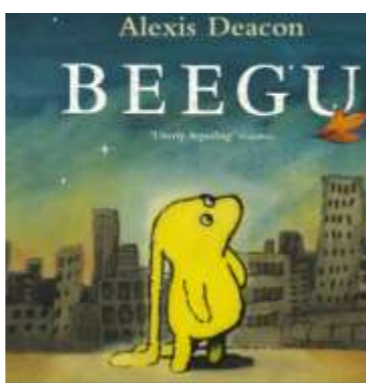
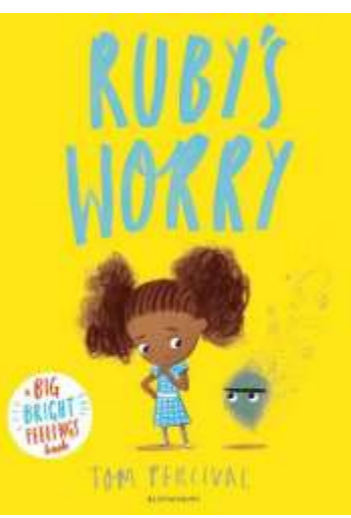


Area	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication, Language & Literacy	 <p>Become a Pirate!</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Children to learn what a pirate is through immersion - Children to play pirate games inside and outside the classroom - Children to create their own pirate uniform – hooks, eye patches, hats, bandanas - Children to write a describe what they are wearing 	 <p>Core Stories: <i>Pirate Stew - Gaiman</i></p> <p>Genre: Poetry/ Fiction</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Through this story children will continue to immerse themselves in the world of pirates - Children will meet a pirate (teacher) - Children will make a stew with the pirate and write an instructional text of how it was done - Children will dress up and play in roles from the story 	 <p>Core Stories: <i>Come away from the Water, Shirley – John Bunningham</i></p> <p>Genre: Fiction</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Through the story the children will continue to learn how pirates acted and behaved - Children will show knowledge by ordering their teacher to dress, act and speak like a pirate. - Children will use that understanding to write a pamphlet on how to be a pirate 	 <p>Where is the Treasure?</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - We will find a treasure map in our classroom and go on a hunt through the school to find it. - The children will draw and label their own treasure map - Then the treasure will be stolen and a new map discovered - Children will follow the clues and then write their own clues to help remember for future children 	 <p>Pirate Adventure! Shipwreck!</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Children to listen to and act out a shipwreck narrative with their teacher - Children to use picture prompts to retell the story with partners - Children to use pictures to retell the story orally in the small world - Children to use prompts to write it as a comic strip - Children to write a sense grid for the wreck 	 <p>Pirate Adventure! Desert Island!</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - After the shipwreck, pirates are stuck on desert island - Children to play different pirate games when on the island - Children to make junk model rafts to try and escape - Children to write messages in bottles and throw them out to sea 	 <p>Transition week</p> <ul style="list-style-type: none"> - Preparing for Year 1 - What to expect - Social stories - Goodbye cards
Rhyme Time	- <i>Over the deep blue sea</i>	- <i>If you want to be a pirate</i>	<i>I'm a pirate</i>	- <i>Pirate action song!</i>	- <i>A pirate went to sea</i>	<i>Swashbuckle – we're pirates</i>	-



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<p>Communication & Language</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> – Pirate – Eye patch – Bandana – Peg leg 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> – Stew – Cutlass – Canon ball – Doubloons 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> – Coat – Pirate hat – Hook – Rigging – Plank 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> – Treasure – Waterfall – Cave – Mighty 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> – Shipwreck – Storm – Thunder – Lightning – Crash 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Desert island - Palm trees - Sharks - Stranded - alone 	
<p>Maths</p>	<p>U17 – Money</p> <ul style="list-style-type: none"> • Coin recognition and values •Combinations to total 20p •Change from 10p 	<p>U18 Measures</p> <ul style="list-style-type: none"> •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths 	<p>U18 Measures</p> <ul style="list-style-type: none"> •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths 	<p>Unit 19: Exploration of patterns within number</p> <ul style="list-style-type: none"> •Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backward 	<p>Unit 19: Exploration of patterns within number</p> <ul style="list-style-type: none"> •Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backward 	<p>Consolidation</p> <p>Based on assessments of learning target key skills to practice that are essential for transition to Year 1.</p>	<p>Consolidation</p> <p>Based on assessments of learning target key skills to practice that are essential for transition to Year 1.</p>
<p>Personal Social and Emotional Development</p> <p>Skills Builder</p>  <p>School Values</p> <p>Ambition, Creativity, Courage, Empathy, Resilience, and Respect.</p> <p>MindUp!</p> <p>Gratitude</p> <p>Brain Breaks</p>	<p>Sense of self</p> <p>Jigsaw!</p> <p><i>Changing me</i></p>  <p>Reflect on changes children have gone through and discuss upcoming changes moving to year one. Share and talk about feelings and support this transition.</p>	<p>Making relationships</p> <p>Talk about Acts of Kindness Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal)</p>	<p>Understanding emotions</p>  <p>Explore the story of <i>Beegu</i>. Children to have the opportunity to ‘hot seat’ as the character of Beegu. <i>How might he be feeling? What was it like suddenly being on earth? Do you have any advice for us as we get ready for a big change - the transition to year 1?</i></p>	<p>Making relationships</p> <p>Work collaboratively with a group to create their habitat box, sharing ideas and taking turns</p>	<p>Understanding emotions</p>  <p>Explore the yellow zone and develop vocabulary for emotions within the yellow zone. Explore the story “Ruby’s Worry” and create a class worry box for children.</p>	<p>Making relationships</p> <p>Begin to do activities with their new teacher to build up a relationship with new staff - e.g. writing letters to our new teachers</p>	<p>Making relationships</p> <p>Begin to do activities with their new teacher to build up a relationship with new staff</p>



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Understanding of the World	<p>Forest School: Cooking on a campfire - children to have the opportunity to make pizzas on a fire</p>	<p>Forest School: Children to make their own flower dairy crowns using grass and daisies</p> <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Father's Day <p>Important figures: Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection.</p>	<p>Forest School: Children have the opportunity to make paints using flowers, mud etc.</p>	<p>Forest School: Children to make their own forest school 'perfumes'</p> <p>Science skill focus: classifying Investigating magnets. Classify objects as magnetic or non-magnetic</p>	<p>Forest School: Children to explore whittling using potato peelers</p> <p>Human Growth How humans grow and change.</p> <p>Light and Dark Learn about different types of light sources. Experiment with lenses and creating shadows.</p>	<p>Forest School: Children to make their own giant den for us to sit under - learning different knots and lashings to secure their structure</p> <p>Special Events Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> - Sports Day <p>Creatures long ago Investigate extinct animals eg. Dinosaurs</p>	<p>Forest School: Cooking on a campfire - children to have the opportunity to sit around a fire and toast marshmallows - a farewell to our year in the forest</p> <p>Focus on oral hygiene.</p>
Expressive Art and Design		<p>Painting Making fathers day cards</p>	<p>Painting Making portraits of bears using paint</p>	<p>3D work Creating shoe box habitats for</p>	<p>Textiles and texture Look at animal patterns and textures to create a model of your own chosen animal.</p>	<p>3D work Moulding clay to make our own dinosaurs dinosaurs</p>	<p>Drawing Making cards for our new teacher</p>



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				<p>animals around the world.</p> 			
<p>Music</p>	<p>Road to Rio Develop and keep a steady pulse. Learn to use rhythm phrases to clap rhythm patterns. Learn to accelerate and decelerate in pulse.</p>						
<p>Physical development</p>	<p>Multi skills and Athletics Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Health & Self Care To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development For children to learn about the importance of oral hygiene</p>						